



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Application stamp-in date and time

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

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Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

- ☐ Pre-award costs are permitted.
- ☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name **Grand Prairie ISD** CDN or Vendor ID **057910** ESC # **10** Campus # DUNS # **079332763**

Address **2602 S. Beltline Road** City **Grand Prairie** ZIP **75052** Phone **972-237-5522**

Primary Contact **Pat Lewis** Email **patricia.lewis@gpisd.org**

Secondary Contact **Ray Wilks** Email **ray.wilks@gpisd.org**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Dr. Susan Simpson Hull/Supt** Signature **[Signature]** Date **2/21/18**

Grant Writer Name **Pat Lewis** Signature **[Signature]** Date **2/20/18**

- ☒ Grant writer is an employee of the applicant organization.
- ☐ Grant writer is not an employee of the applicant organization.

701-18-105-045

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

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Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|--|---|
| GPISD employs 88 principals with 20% leaving the position annually. Recruit 10 highly qualified GPISD educators to serve as principal candidates. | GPISD will identify effective educators from among the current staff to serve as principal candidates. (1) Recruit teachers with vision who exhibit instructional leadership skills; (2) partner with Texas Tech University TechTEACH to provide bachelor and certification program. |
| The GPISD student population is Hispanic (64%) yet only 21% of administrators in the district are Hispanic. Select 10 candidates from diverse backgrounds. | GPISD will establish a systematic selection process to identify teacher leaders that match the diversity of the campuses. (1) Work with teachers to meet university enrollment requirements and enroll in program; (2) Provide scholarship for courses based on commitment to stay in district 3 years upon graduation. |
| In GPISD, only 33% of assistant principals move into the role of campus principal. Employ 10 credentialed principal candidates as principals in GPISD. | Principal Preparation Program will include ongoing support to ensure candidates complete credentials successfully. (1) Match candidate with a campus principal to serve as a mentor; (2) Provide at least three site visits annually from the Texas Tech University faculty; (3) Participate in Showcase to present work to leadership. |

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the Texas Tech University's TechLEAD Principal Professional Certification Preparation Program two-year residency period, 100% of the GPISD principal candidates will graduate with a Master of Education in Educational Leadership and a professional principal certification qualifying them to serve as a principal in Texas.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

- Benchmark: Application process completed and 10 teachers identified for the residency program by May 2018.
 Benchmark: Texas Tech University faculty meet with principal candidates in GPISD.
 Benchmark: Enrollment requirements completed and tuition/fees for six credit hours (to be taken in the summer) paid by May 2018.
 Benchmark: Principal mentors matched to mentee and meetings begin in June 2018.
 Benchmark: Ten principal candidates successfully complete a total of 6 credit hours toward a Master of Education in Educational Leadership by August 2018.
 Benchmark: Enrollment requirements completed and six credit hours (to be taken in fall) paid by August 2018.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

Benchmark: Texas Tech University enrollment requirements met and tuition/fees paid for six credit hours of fall courses by July 2018.

Benchmark: Principal mentors meet with mentee each week.

Benchmark: Texas Tech faculty complete 1 site visit with each principal candidate by December 2018.

Benchmark: Ten principal candidates successfully complete a total of 12 credit hours toward a Master of Education in Educational Leadership by December 2018.

Benchmark: Texas Tech University enrollment requirements met and tuition/fees paid for six credit hours (to be taken in the spring) by December 2018.

Third-Quarter Benchmark:

Benchmark: Principal mentors meet with mentee each week.

Benchmark: Texas Tech faculty complete 2 site visits with each principal candidate by May 2019.

Benchmark: Candidates participate in Showcase to present principal preparation program projects completed to GPISD leadership.

Benchmark: Ten principal candidates successfully complete a total of 18 credit hours toward a Master of Education in Educational Leadership by May 2019.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Under the direction of the GPISD Deputy Superintendent, the EPP Strategic Planning Team of university and district educators drafted a Principal Preparation grant plan. The design plan outlines SMART goals, objectives, benchmarks, activities, and performance outcomes for each semester of the project. Also, a grant timeline was created to specify the date the activities will be initiated and expected date of completion for each benchmark and performance outcome. The Deputy Superintendent will guide the Strategic Planning Team in utilizing established Site Based Decision Making (SBDM) processes to monitor the implementation of the project. The team will use the timeline to collect and analyze student and project level data at the end of each semester. Adjustments to the Plan: Problems and challenges are inevitable when implementing a grant program, no matter how well a program is planned. The EPP Strategic Planning Team will collect data on project implementation and principal candidate progress in coursework. In addition, feedback from project stakeholders will be collected using university course evaluations. If necessary, grant activities and associated benchmarks will be revised to meet project performance outcomes by the end of the grant period. Communication: Implementation is a process, not an event. Communication is the key to success. The EPP Strategic Planning Team will serve as a conduit of communication between the principal candidates, district, and university. A written agenda for each meeting will be developed and the group will maintain official minutes that include progress toward meeting the SMART goal and semester benchmarks. Formative evaluation reports will be created at the end of the first semester (fall 2018) and presented to the GPISD Superintendent and the GPISD Education Improvement Committee. Summative evaluation reports will be created at the end of the school year (spring 2019) and presented to the Superintendent and the Board of Trustees. The university and district will conduct a Principal Preparation Program Showcase at the end of the spring 2019 semester to enable principal candidates to share the results of school improvement projects implemented through principal preparation internship and university courses during the school year.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Grand Prairie ISD will collaborate with the Texas Tech University's TechLEAD Principal Professional Certification Preparation Program to build strong campus leaders through principal residencies. Grand Prairie ISD educators selected as principal interns will enter the two year program in the summer of 2018 and graduate with a Master's degree in Educational Leadership from Texas Tech University and professional principal certification. While working as a teacher in the district, principal interns will take 36 hours of online courses delivered through the BlackBoard Ultra Web-based platform to virtually connect Texas Tech Educational Leadership Faculty Coaches and students in face-to-face and group settings.

The TechLEAD Masters curriculum is aligned to both Texas and National Principal Standards to drive research and best practice in schools. Interns will participate in sustained and rigorous clinical learning at their assigned campus to develop substantial leadership responsibilities based on existing and proposed principal standards:

Standard 1. Instructional Leadership: Graduate coursework includes Competency Pillars which have been created to meet the needs of schools with diverse populations by addressing real world competencies for preparation of the school leader. As part of the internship, principal candidates will disaggregate data to conduct a comprehensive needs assessment, work proactively to examine quarterly progress measures and utilize best practices to improve teaching and learning. Through the process, the school leader will learn guide and support effective teachers who can describe, plan, and implement cognitively challenging and differentiated activities to positively impact student performance for at-risk students.

Standard 2. Human Capital: Interns will complete a Pre and Post Observation cycle through Texas Teacher Evaluation and Support System (T-TESS) to identify areas of strength and receive feedback on growth areas, develop strategies to motivate staff to meet performance expectations, and to communicate staff development and retention efforts to meet school improvement goals. Through the process, the intern will gain experience in the educator evaluation process and holding a variety of leadership roles in the school.

Standard 3. Executive Leadership: Interns will conduct an equity audit to introduce interns to using the Texas Academic Performance Reports to disaggregate campus wide data. Principal candidates will attend meetings of various school and community stakeholders to develop strategies for holding candid discussions of progress and challenges, researching evidence based interventions, and working as a collaborative team to achieve improved school and student outcomes.

Standard 4: School Culture: Principal candidates will work with effective culture leaders and staff in various capacities to develop knowledge and strategies for using the site-based-decision making process to implement positive change for special populations, school improvement, and parent and community engagement. Grand Prairie ISD utilizes Professional Learning Community meetings to analyze student progress data, set goals and expectations for students, and model clear strategies for meeting those goals. Interns will facilitate PLC meetings including scheduling, overseeing meetings to identify strategies for improvement, scheduling professional development opportunities that build the capacity to implement identified strategies, and supporting effective ongoing professional development with assigned teaching staff.

Standard 5: Strategic operations: The Texas Accountability Intervention System (TAIS) is designed to establish the foundational systems, actions, and processes to support the continuous improvement of Texas school districts and campuses. Teacher candidates in the TechLEAD program will use the TAIS common framework to identify five areas of need at their campus. The intern will be responsible for collaboratively developing SMART (specific, measurable, attainable, relevant, time bound) school improvement goals, identifying and implementing interventions, and monitoring growth based on critical success factors and performance targets. Through the process, interns will develop strategies for leading effective school improvement to address and resolve significant challenges in the school.

Aspiring students in the TechLEAD program will undertake sustained and rigorous clinical learning in an authentic school setting to develop competency and skills in school community leadership, instructional leadership, and administrative leadership capacities. The principal intern will receive ongoing support from an effective mentor principal. The mentor will guide the principal candidate in completing leadership responsibilities on campus undertaken as part of graduate coursework. The TechLEAD Principal Professional Certification Preparation Program will graduate competent aspiring leaders who will be an asset to the leadership team from day one in the complex role of a school leader.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Recruitment: The Grand Prairie ISD Human Resources department has developed a process for systematic and informed selection of principal candidates into the University's TechLEAD Principal Professional Certification Preparation. A search team is formed that includes GPISD leadership, educators, parents, and community partners. The team reviews all performance and related educational records and rank them based on three components:

1. Improving Student Performance: The search team utilizes Edugence reports of student, class, and grade performance to determine the candidate's record as it pertains to student achievement;
2. Using Professional Feedback to Improve Teaching and Learning: A TTESS evaluation review is conducted including walk-through observation scores and participation in professional development and leadership initiatives to respond to feedback;
3. Utilization of Interpersonal and Communication Skills to Lead: Principal candidates are invited to attend the "TechLEAD Principal Preparation Program Seminar. During roundtable discussions, the interpersonal skills, communication and conceptual skills, and group leadership skills are formally assessed by a panel of senior administrators. Candidates are ranked according to points awarded for each of the three components. Top-ranked individuals are formerly offered principal intern positions.

Selection: Candidates are ranked according to points awarded for each of the three components. Top-ranked individuals are formerly offered principal intern positions.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Grand Prairie ISD will collaborate with the Texas Tech University Master's degree in Educational Leadership and TechLEAD Principal Professional Certification Preparation Program to build strong campus leaders through principal residencies.

Scope and Sequence: The curriculum and courses in the TechLEAD Master's degree program are aligned and sequenced to the new 268 Domains, Performance Assessment for School Leaders (PASL), and Tasks and the College of Education Phases of Learning. The scope and sequence categorizes student learning outcomes (SLOs) into three phases:

Phase 1 includes Knowledge Development and Skills of Leadership Content;

Phase 2 includes Comprehension and Simulation of Leadership Instruction with Principal Mentor, Teachers and Students in schools; and

Phase 3 includes the Application of Leading Learning in Real World Settings, which includes implementing a TAIS plan on selected teachers and Special Education and English Language Learner students.

Attachments: (1) The Texas Tech University's TechLEAD Principal Professional Certification Preparation Program Scope and Sequence is attached to this grant application to outline internship topics. (2) The full text of the Texas Tech College of Education Educational Leadership 5392 Principal Internship in Education syllabus is provided as an attachment to the grant application. This syllabus outlines the internship and provides examples of the resources used to support the learning objectives of the course including required reading and textbooks.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

The Texas Tech University TechLEAD Professional Principal Preparation Program evaluation is based on principal candidate performance and student achievement. The performance is 70% of the principal evaluation rating. The student achievement component is 30% of the total evaluation rating.

Performance: Seventy percent of the principal's evaluation is tied to multiple measures of performance including Texas Teacher Evaluation and Support System (T-TESS) performance, observation data, survey results, course completion rates, and The Texas Accountability Intervention System (TAIS) performance. **School and Community Leadership:** During the internship program, the intern's mentor principal will conduct a T-TESS evaluation of the principal intern. **Instructional Leadership:** Three instruments will be used to assess instructional leadership - performance data from three observations conducted by university faculty during site visits, teacher survey information collected from campus educators, and master degree course completion rates and grades. **Administrative Leadership:** Principal candidates in the TechLEAD program will use the TAIS common framework to identify five areas of need at their campus. The intern will be responsible for collaboratively developing SMART school improvement goals, collaboratively identify and implement interventions, and monitor growth based on critical success factors and performance targets. Through the process, interns will develop strategies for leading effective school improvement to address and resolve significant challenges in the school. TAIS indicators will be used to evaluate performance.

Student Achievement: Thirty percent of the principal's evaluation is tied to multiple measures of student achievement. These include state assessment results in the areas of student achievement, closing achievement gaps, and college readiness. Student achievement will be based on the following: (1) STAAR achievement resulting in advanced rating (percentage exceeded state standard); (2) STAAR Closing the Gaps longitudinal growth measurement (percentage growth compared to similar campuses); and (3) STAAR College Readiness (percentage meet college readiness and course completion criteria).

The TechLEAD Principal Effectiveness Evaluation Process and Metrics is provided as an attachment to the grant application.

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities ☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

| Description of Activity or Cost | | Amount Budgeted |
|---------------------------------|---|-----------------|
| 1. | Travel costs for officials (Executive Director/Superintendent/Board Members) | 2,000 |
| 2. | Substitute costs for resident teachers (\$80/sub x 10 residents x 3 days) | 2,400 |
| 3. | Stipend for residents (\$9620 x 10 principal interns) | 72,150 |
| 4. | Stipends for mentor principals (\$1000 x 10 mentors) | 10,000 |
| 5. | Certification exam costs for residents (3 exams = \$741 x 10 principal interns) | 7,410 |
| 6. | Travel for participants Principal Prep Training (June 2018, Austin) | 14,000 |
| 7. | Site visits - university faculty travel (3 visits x \$1600/visit) | 4,800 |
| 8. | Curriculum/textbooks for principal interns | 17,240 |
| 9. | | |
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| 25. | | |
| Total grant award requested | | 130,000 |

Texas Tech University
TechLEAD Principal Professional Certification Preparation Program
Scope and Sequence - Summer 2018

| SUMMER 2018 | 268 & PASL Summer 2018 8 weeks | Apply & Evaluate (A&E) Demonstrate mastery | Phase 1 Knowledge Acquisition | Skills & Assignments | Resources |
|---|---|---|---|--|---|
| EDLD 5306 School Based Lead Domain I –Culture VI – Ethics & Equity | 8 weeks | | Phase 1 Begins | Foundations of Leadership TX Principal Standards – Introduce TPESS-Intro Principal Log Black Board Portfolio Program | Mindset Visible Learning for Teachers APA Manual |
| EDLD 5310 Instructional Supervision Domain I School Culture Domain II Leading Learning Domain III Human Capital | 8 weeks | Planning and Process – Leading Instructional Coaching/Super | Phase 1 Ends | Diagnose and Analyze Root Cause of Instruction Deep Knowledge of Classroom Instruction/ Pedagogy/Content Identify Root Cause | Culture of Learning |
| FALL 2018 | | | | | |
| EDLD 5320 Data Driven Domain II Leading Learning Domain III Human Capital | 8 weeks | Measure Learning Objective at the end of Phase 1 Scaffold of synthesize Learning Classroom Infographic Data Snapshot | Knowledge & Comprehension thru Simulations Phase 2 Begins Plan Organizer | Equity Audit Intro Data for Teacher Growth Intro Data to Lead Teams Intro to TAPR/Basics of Quantitative & Qualitative Campus Wide Data Forty Group Comparison | Principal Log Driven by Data Equity Audit Book Leverage Leadership |
| EDLD 5340 Ed Law | | | | TAIS- SPED /ELL | Texas Const. & Statutes |

Texas Tech University
TechLEAD Principal Professional Certification Preparation Program
Scope and Sequence - Summer 2018

| | | | | | |
|---|------------------|--|---------------------------|---|---|
| & Policy Domain V- Strategic Operation Domain VI Ethics & Equity | Fall 2018 | | | School Board Online Policy Local V State Advocating for ELL, SPED, Site Based Decision Making | Texas School Law |
| Spring 2019 | | | | | |
| EDLD 5325 Decision Making Domain II Leading Learning | Spring 2019 | | | Leverage Leadership Book Introduce Action Research- Task 1 Intro Problem of Practice on campus and decision making for instructional coaching Leaders Using Data to Inform Coaching Teachers – Data Growing A (one) Teacher- Growing Your Students- A SPED, ELL, Campus Wide Perspectives Site Based Decision Making- School Improvement Plan TAIS- Quarterly Goal Planning – Action research—did it make an impact? Write out the Plan for PD Task 2 & 3 | Descriptive- Describe what happened in the meeting Analytic- Analyze the meeting/leadership Reflective- Reflect on what happened |
| EDLD 5385 Leading Teams Domain I – School Culture Domain II – Leading Learning | Spring 2019 | | Phase 2 Ends TAIS Plan | Learning from leading Content/Grade Level Team PLC Dept Leadership Artifacts from Meetings Shadowing PLC/Dept Meetings ILT Meetings Reflective Best Practices on Communication | DuFour Marzano Descriptive- Describe what happened in the meeting Analytic- Analyze the meeting/leadership Reflective- Reflect on what happened |
| Summer 2019 | | | | | |

Texas Tech University
TechLEAD Principal Professional Certification Preparation Program
Scope and Sequence - Summer 2018

| | | | | | |
|---|--|--|---|--|--|
| EDLD 5351 Com for School Lead Domain I – School Culture Domain IV – Executive Leadership | Summer 2019- 8 weeks | | Phase 3 Begins Application of Knowledge in Real World Settings | Norms & Socio Linguistics Online Social Media Appropriate Communication with Internal and External Stakeholders Rexamine Equity Audit for Teacher and student selection conversation with Mentor Principal | Descriptive- Describe what happened in the meeting Analytic- Analyze the meeting/leadership Reflective- Reflect on what happened |
| EDLD 5350 Finance & Personnel Schools Domain V – Strategic Operations Domain VI – Ethics, Equity & Diversity | | Measure Learning Objective at the end of Phase 2 | | Resource Allocation Board Meeting Budget Interview Secretary/PIEMS/ for Budget- Go To Interview District & Support Staff- Go To | (Rename to Resource Allocation) Budget Codes Templates |
| Fall 2019- | | | | | |
| EDLD 5392 Internship A – 68% Domain I – School Culture (22% - 23%) Domain II – Leading Learning (41% - 45%) Domain III - Human Capital (18%- 19%) Domain IV- Executive Leadership (5%-6%) Domain V- Strategic Operation (5%- 6%) Domain VI Ethics & | ID Are of Refinement Full POP Cycle Coaching a teacher- Pre, Obs, & Post Goal Setting Quarter Planning Plan PD Lead Teams | | | Equity Audit to Examine Current Data for Teacher and Student Growth TASK 1-PASL School Leader Plan- Task 2- PASL Post Professional Development – Leading Learning - Feedback Survey- TASK 3- PASL Video Capture & Feedback of Instructional Coaching – | Break Through Principals |

Texas Tech University
TechLEAD Principal Professional Certification Preparation Program
Scope and Sequence - Summer 2018

| | | | | | | |
|--|--|--|--|--|---|------------------------|
| Equity (4%-6%) | | | | | | |
| EDLD 5361 Process of Change | Monitor Progress of action research - problem ID | | | | Equity Audit for P3 and Internship Documentation of best practices for designated campus Plan of action and quarterly TAIS planning for selected teachers and students Instructional Coaching | Change Leader |
| Spring 2020 | | | | | | |
| EDLD 5392 Internship B – 32% Domain I – School Culture (22% - 23%) Domain II – Leading Learning (41% - 45%) Domain III - Human Capital (18%- 19%) Domain IV- Executive Leadership (5%-6%) Domain V- Strategic Operation (5%- 6%) Domain VI Ethics & Equity (4%-6%) | Spring 2020 ID Are of Refinement Coach and grow a teacher Goal Setting Quarter Planning Plan PD Lead Teams | Measure Learning Objective at the end of Phase 3 | | | PASL School Leader Plan- TASK 1 Video Feedback & Capture- TASK 3 Post Professional Development Feedback Survey- Task 2 | Breakthrough Principal |
| EDLD 5370 Implementation | | | | | Learning Showcase- 3 TASKS with Mentor Principal and Faculty Coach | |

Texas Tech University
TechLEAD Principal Professional Certification Preparation Program
Scope and Sequence - Summer 2018

| | | | | | | |
|--|--|--|--|--|--|--|
| Challenges Domain III - Human Capital | | | | | Evidence of Leading PLC- Evidence of impact on Teacher and Students Evidence of Instructional Coaching- Impact on Teacher and Students Evidence of Leading Learning- Impact on Student | |
| | | | | | | |

Couse Phases and Scope and Sequence Alignment to 268 Domains

Domain 1 School Culture (22-23%)

- P1 5306,
- P2 5385,
- P2 5351

- P3 5392B

Domain, 2 Leading Learning- Instructional leadership – (41-45%)

- P1 5310
- P1 5320
- P2 5385
- P2 5325

Domain 4 Executive Leadership (5-6%)

- P2 5351

Domain 5 Strategic Operations (5-6%)

- P1 5340
- P2 5350

Domain 6 Ethics, Equity, & Diversity (4 – 6%)

- P3 5370
- P3 5392A

- P1 5306
- P1 5340
- P2 5350

Domain 3- Developing Human Capital (18-19%)

**TEXAS TECH UNIVERSITY
COLLEGE OF EDUCATION
EDLD 5392- Principal Internship
Fall 2018**

INSTRUCTOR INFORMATION (FALL 2018)

Name: Dr. Fernando Valle, Associate Professor
Office location: College of Education Room # 316
Office telephone: (806) 834-3670 C: 956-533-9676
Office E-mail: f.valle@ttu.edu
Office Hours: Tues & Wed : 1:00 – 4:00 pm Hours By appointment

COURSE INFORMATION:

Course credit: 3 hours

Class meeting time and locations: This course is online delivery. A combination of TTU approved platforms: Blackboard, Lync, & Mediasite and exploration of free education applications like the Educreation App are used to connect students to the course, instructor and each other.

Course Description: This course is designed for persons working toward a master of education (M.Ed.) degree in educational leadership. This course focuses on the study and application of school improvement through the processes of school change. Data driven instructional leadership analyzes system cultures, school culture and teacher and students culture in schools. This course examines layers of school leadership through a process of school change. The mindset which directly impacts Teachers, Teacher Leaders (Coaches, Dept. Chairs), and Assistant Principals & Principals is examined to use data effectively, support student masters and apply best practices and interventions in the field.

Relation to the Conceptual Framework

Across the nation there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how educators are prepared. Reforming teacher and educational leadership education means rethinking the entire educational process. Many aspects of these reforms are found throughout this course—reforms designed to help you become an exceptional educator.

- (1) You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher-level skill and product competencies you will develop.
- (2) You will learn what is valued by employers and education professionals. (State and national standards, professional literature, and a variety of focus groups, and potential employers were all involved in determining the learning outcomes for this course.)
- (3) Instruction will be connected to the achievement of school community stakeholders you will be leading.

This course does not stand alone, but is part of an integrated program that has well-articulated and distinctive outcomes.

RELATIONSHIP TO THE CONCEPTUAL FRAMEWORK:

Across the nation there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking & reframing how educators are prepared. The College of Education at Texas Tech University seeks to be a leader of a **“revolution”** in educator preparation. Becoming leaders means we must rethink and evaluate how we teach, what we teach, what we value, and what we research. *Doing so will transform Texas Tech educator preparation programs from maintainers of the status quo to innovative leaders preparing educators to meet the academic and economic challenges of the 21st Century.*



“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

1. You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher-level skill and product competencies you will develop.
2. You will construct a research focus which will add knowledge to the existing body of research in educational leadership, assess professional literature, and give reasons for selecting appropriate methodologies for your research focus.
3. Research and Writing will be connected to K-12 issues in educational leadership, educators and the achievement of students in schools and/or districts you will be leading.
4. You will develop an understanding of research frameworks and draw on literature reviews to formulate a research platform.

This course does not stand alone, but is part of an integrated leadership graduate program that has well-articulated and distinctive outcomes.

Course Purpose

The EDLD curriculum is divided into three interrelated phases. Each phase is designed to assist students in developing competencies and skills: Phase 1; Gain knowledge and skills, Phase 2: Comprehension and Simulation; Phase 3: Application in real world setting to produce the complex skillset that school leaders possess.

Phase 3 (P3) Course Connection to Program Trademark Outcome (TO)

This Phase 3 (P3) Educational Leadership course focuses on candidates applying the knowledge and skills developed in Phase 1, 2, and 3 classes via an internship in real world settings (i.e., school district) under the guidance of a mentor principal and university supervisor. Applying and internalizing the knowledge and skills emphasized in previous EDLD courses will be an important final step toward demonstrating mastery of the Educational Leadership M.Ed. Program's Trademark Outcome (TO): "Preparing Performance-ready Principals for Struggling Schools".

Educational Leadership (EDLD) M.Ed. / Principal Program Curriculum Design Threads

- * Instructional Leadership
- * Data-driven Decision Making – Leading Learning – (PASL Task 1)
- * Communication of Best Practices for Change- Leading Professional Learning (PASL Task 3)
- * Results for All Students- Leading Teams (PASL Task 2)

The Educational Leadership M.Ed. program track's Trademark Outcome ("Preparing Performance-ready Principals for Struggling Schools") is operationalized concretely through the above four curriculum design "threads" which are incorporated into the specific learning components and articulated A&Es for individual courses in all phases of the Educational Leadership M.Ed. program. (See Appendices B and C.)

Driving Questions

- (1) What knowledge and skills do aspiring principals apply to facilitate instructional leadership to bring fruition to a coherent school vision and mission that the school stakeholders internalize and support?
- (2) How do aspiring principals who are not specialists in all community, instructional, and administrative programs including the school plant under their supervision learn to navigate confidentially and move successfully through the many communication opportunities, assessment, financial, implementation, and legal requirements they routinely face on a daily basis?

STUDENT LEARNING OUTCOMES

Principal Fellows/Principal Interns Learning Outcomes

(1) Candidates/Interns in this course will review, internalize, and apply national and state school leadership standards relating directly to instructional leadership and course learning projects embedded in an internship;
Candidates/Interns in this course, will address the following key concepts/student learning outcomes related to the competencies/standards outlined by the Texas State Board for Educator Certification: TExES Principal (068) Certification Exam.

Required Texts

Stone, D., & Heen, S. (2015). *Thanks for the feedback: The science and art of receiving feedback well*. Penguin.

Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. John Wiley & Sons.

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Corwin Press.

Recommended Readings

Fullan, M., & Knight, J. (2011). Coaches as system leaders. *Educational leadership*, 69(2), 50-53.
http://www.rti-innovations.com/uploads/1/0/8/2/10825600/coaches_as_systems_leaders.pdf

Fullan, M. (2006). Leading professional learning. *School Administrator*, 63(10), 10.
<http://schools.ednet.ns.ca/avrsb/070/tawebb/HortonPD/leadingproflearning.pdf>

Hord, S. M., & Sommers, W. A. (Eds.). (2008). *Leading professional learning communities: Voices from research and practice*. Corwin Press.

Preparation Information/Manual for the TExES Principal (268) Certification Exam.
Online at: <http://cms.texas-ets.org/epp/principal-and-pasl-assessments/>

National and State Educational Leadership Standards of Practice

EDLD 5392A provides an internship in the principalship under the guidance and supervision of a school principal and university supervisor. This course affords interns with a variety of experiences in real world settings around educational leadership standards (national and state) of practice (i.e., the Educational Leadership Constituent Council [ELCC] Standards and the TExES Principal [268] Framework) supported with online Blackboard synchronous and asynchronous

class discussions and Activity & Evaluate (A&E) assignments that align to PASL Tasks and 268 Domains. See Blackboard-Course Content to view the ELCC and TExES (268) Standards respectively.

Professional Standards for Educational Leaders (PSEL) 2015 (formerly ISLLC Standards 2008/2011)

<http://www.npbea.org/wp/wpcontent/uploads/2014/11/PSELWebinarPowerPointSlides.pdf> or

http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPB_EAFINAL.pdf

Texas Education Agency (TEA) 268 Principal Competencies.

Texas Examination of Educator Standards (TExES). Available at:

cms.texas-ets.org/files/5913/4193/2573/principal_068_TAAG.pdf

Assignments

Assignment #1

Six Week Assignment Forms (Max 30 points) – Click on hyperlink to open form.

1st Six Weeks Assignment POP Cycle (10 Points) –

Complete during August 22nd – September 2nd

Planning session with selected teacher

Pre Conference video capture

Observation of Teacher Lesson

Post Conference video capture

Portfolio Evidence for PASL TASK 1

2nd Six Weeks Assignment form (10 points) –

Complete during September 26th – September 30th

*Planned Interventions and TAIS Plan Goals with Selected Teacher for
Special Education Student*

English Language Student

Portfolio Evidence for PASL TASK 1 & 2

3rd Six Weeks Assignment form (10 points) –

Complete during November 7th – November 11th

Leading Selected PLC

Video Capture the leading of PLC

Teacher Use of Data- Evidence

Student Artifacts- Evidence

Portfolio Evidence for PASL TASK 3

Assignment #2

Click on the hyperlink to open form. The rubric for these self-reflection assignments are attached below.

1st Six Weeks Self-Reflection form – (10 points)

Texas Accountability Information System – TAIS Plan

Complete SMART GOAL on Selected Teacher during September 26 -30th

2nd Six Weeks Self-Reflection form – (10 points)

TAIS Plan and SMART Goal for

Special Education Student

English Language Learner

Complete during October 24 -28th

2nd Six Weeks Self-Reflection

3rd Six Weeks Self-Reflection form – (10 points)

Complete during November 28 – Dec 2nd

Cumulative work with PLC and Leading Teams

Video Evidence of leading teams

Collection of Teacher and Student Artifacts

Portfolio Evidence of PASL TASK 1, 2 & 3

Assignment #3

Internship Log (Max 40 points)

Blackbaord Portfolio: Add internship log 4 times per semester to Blackboard Electronic Portfolio. These logs will need to be submitted by midnight on the following dates. To submit: attach and send the current .doc(x) file to your Blackboard page and copy instructor at: f.valle@ttu.edu

Submission Dates:

Aug 30th - (10 points)

September 30th - (10 points)

October 28th - (10 points)

Dec 2nd – Final Submission (10 points)

Assignment #4

Self-Reflection Forms (Max 30 points) –

The self-reflection

Practicing Various Forms of Writing- Reflective on the Structured Responses on the 268

- *Relevant Contextually rich scenarios that reflect common situations school leaders face in Texas schools*
- *Represent rural, urban and suburban in various grade levels*

- *Various student groups are represented*
- *High Leverage aspects of school leadership*
- *Root Cause and Data Analysis*
- *Examine longitudinal and multiple data sets*

Practice Examination TExES (268) – Principal

To be determined during the semester.

Evaluation, Grading, and Instructor Policies

Attendance Policy

Students are expected to maintain high standards of ethical and professional conduct in this course, including being adequately prepared, regularly and appropriately contributing to chat/Blackboard discussions, submitting graduate-caliber work, and representing your own work fairly and honestly. All written assignments should adhere to the sixth edition of the *Publication Manual of the American Psychological Association*.

Late Assignments

A final course grade of “Incomplete” is appropriate solely for circumstances involving illnesses, death in the family, or other major personal or professional circumstances that prevent a student from completing the work of the course. A final course grade of “Incomplete” cannot be given for academic reasons but, instead, must be directly tied to causes beyond the student’s control.

Assignments

- **Assignments 1-3—20 points each: 60 points total.**
- **Threaded Black Board Posts & Discussions—40 points.** Talking with one another and with the instructor is an important part of this online class. You will be expected to contribute regularly to threaded discussions and to *teach* concepts to your peers. Referencing the text, the minefields of decision making, and the strategies to avert them in your discussions is important.

Grading

Total Course Requirements:

| | |
|-------------------------------|------------------|
| Assignments | 60 points |
| <u>Threaded Conversations</u> | <u>40 points</u> |

Total: 100 points

Grades will be assigned according to the following criteria:

- For an A:
 - Receive at least 90 points out of 100
 - Written work is neat, concise, correctly spelled and grammatically correct. APA 6th edition format.
- For a B:
 - Receive at least 80 points out of 100
 - Written work is neat, concise, correctly spelled and grammatically correct. APA 6th edition format
- For a C:
 - Receive at least 70 points out of 100
- For a D:
 - Receive at least 60 points out of 100
- Any points below 60 will result in failing the course

Procedures for Establishing Reasonable Accommodation for Students with Disabilities (OP 34.22, in part)

- a. Faculty members are required to announce the following within the first two class periods: "I would appreciate hearing from anyone who has a disability that may require special accommodations. I am sure we can work out whatever arrangements are necessary. Please see me during my office hours."
- b. Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

Student Absence for Observance of a Religious Holy Day (OP 34.19)

1. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.
2. A student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the

- absence.
3. A student who is excused under Section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Academic Dishonesty (OP 34.12, in part)

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

- a. “Cheating” includes, but is not limited to:
 1. Copying from another student’s test paper;
 2. Using during a test materials not authorized by the person giving the test;
 3. Failing to comply with instructions given by the person administering the test;
 4. Possession during a test of materials that are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test;
 5. Using, buying, stealing, transporting, or soliciting in whole or in part the contents of an un-administered test, test key, homework solution, or computer program;
 6. Collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with other assignment without authority;
 7. Discussing the contents of an examination with another student who will take the examination;
 8. Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
 9. Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 10. Paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
 11. Falsifying research data, laboratory reports, and/or other academic work offered for credit; and
 12. Taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.

b. “Plagiarism” includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one’s own academic work being offered for credit.

c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

d. “Falsifying academic records” includes, but is not limited to, altering or assisting in the altering of any official record of the university, and/or submitting false information or omitting requested information that is required for or related to any academic record of the university. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

e. “Misrepresenting facts” to the university or an agent of the university includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; or providing false or misleading information in an effort to injure another student academically or financially.

Grade Appeals

Students initiating grade appeals should follow the official Grade Appeal Procedures outlined by the university. Please see the university website for a link to this policy.

National and State School Leadership Professional Standards

Educational Leadership Constituents Council (ELCC) Standards (2011). National Policy Board for Educational Administration. Available at: <http://npbea.org/wp-content/uploads/2012/06/ELCC-District-Level-Standards-2011.pdf>

Interstate School Leaders Licensure Consortium (ISLLC) Standards (2008/2011). Available at: http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

Texas Education Agency (TEA) 268 Principal Competencies. Texas Examination of Educator Standards (TExES). Available at: <http://cms.texas-ets.org/epp/principal-and-pasl-assessments/>

| | |
|------------------------------|---|
| PURPOSE for Phase 1 | To prepare performance ready principals for struggling school and develop skills to instructional coach and lead learning with a reflective teacher. |
| LEARNING OBJECTIVE(S) | By the end of phase 1, students will be able to: 1) identify leadership skills and high leverage instructional leadership that lead to improved teaching, 2) Identify leadership skills that create a culture of educational reform through instructional coaching and feedback, 3) use and identify multiple forms of data in TAIS Goals and Action Plans for , and 4) identify the skills and practices that will cultivate culturally responsive school environments |

**TechLEAD Educational Leadership (EDLD) M.Ed. / Principal Program
Learning Threads**

- T-TESS & TAP Rubric for Instructional/School Improvement
- Data Utilization
- Challenges of Educational Reform/School Improvement
- Cultivating Culturally Responsive School Environments

| | |
|--|--|
| | |
|--|--|

Appendix A
Additional information on the A&E assignments for this course

T-Chart: Our Goal, Desired Skills, and Knowledge

Why hire a TTU graduate in Educational Leadership? Because we pledge to teach our students to be principals:

- who go into schools and tell faculty that things are not going to be the same; who identify beliefs that hold back change, and who cultivate culturally responsive school environments.
- who go into schools and cultivate high performing teachers/teacher teams; who create dissatisfaction with the status quo, who cultivate interdisciplinary cooperation around TEKS.
- who create disruption of existing school and community norms; who hire the right candidate, and who manage teacher performance.

Instructional Coaching Protocols

Texas Tech University

TechLEAD Professional Principal Preparation Program

The graduate students in the Texas Tech University TechLEAD Masters in Education Educational Leadership and Professional Principal Preparation Program learn to provide layers of feedback through Texas Tech Pre and Post Conference rubrics in instructional coaching. The rubrics have been developed through federal grant research and development, partnership with the National Institute for Excellence in Teaching and the field testing and expertise of Texas Tech Educational leadership faculty. Protocols focus on instruction, teacher content knowledge, and knowledge of curriculum, a focus on the learner and the mastery of the lesson, needs of all student including (English Language Learners, Special Education, Gifted), and the classroom environment. The instructional coaching protocols and work is informed by Jim Knight's research, T-TESS rubric and dimension knowledge to improve instructional practices of teachers to improve student learning.

Pre- Conference Process ➡ Observation of Lesson ➡ Post- Conference Process

Example of Texas Tech University Pre-Conference Rubric Indicator

Lesson Objective - Concepts and difficult points of the lesson objective are addressed.

Relationship to previous and future lessons are

(5) Exemplary – Administrative Intern asks teacher to clearly state and discuss specific learning objective for upcoming lesson. Lesson sub-objectives are clearly discussed and relate to student needs of the specific class period.

(3) Proficient- Administrative Intern asks teacher to state and discuss the learning objective for the upcoming lesson.

(1) Approaching – Administrative Intern asks teacher to discuss learning objective and teacher responds at random and in general or learning objective is not addressed.

Example of Texas Tech University Post- Conference Rubric Indicator

Administrative Intern and Teacher Self-Reflection

(5) Exemplary – Teacher is provided with numerous opportunities for reflection. Applies information from self-reflection to focus relevant segments of the post conference. Analyzed student results significantly impact post conference discussion. Student artifacts are present.

(3) Proficient- Teacher is provided some opportunities for reflection. Teacher discusses self-reflection constructively. Analyzed student results are referenced during the post conference discussion and student artifacts are present.

(1) Approaching- Teacher is provided minimal opportunities for reflection. Administrative Intern references the self-reflection in some manner or not at all. Student results are not discussed. No student artifacts are present

Principal Effectiveness Metrics
Texas Tech University
TechLEAD Professional Principal Preparation Program

The Texas Tech University TechLEAD Professional Principal Preparation Program evaluation consists of two components, performance and student achievement. The performance component is comprised of five components which have a total value of 70 points, or 70% of the principal evaluation rating. The student achievement component is comprised of three components which have a total value of 30 points, or 30% of the total evaluation rating. Principal effectiveness will be assessed using an evaluation rubric:

| | Area | Total Points |
|------------------------------------|--|--------------|
| Performance 70% | T-TESS Performance | 20 |
| | Performance data – 3 observations | 10 |
| | Teacher Surveys | 10 |
| | Master Degree - Course Completion | 10 |
| | TAIS Performance | 20 |
| Student Achievement 30% | Campus STAAR results - achievement | 10 |
| | Campus STAAR results – closing the gaps | 10 |
| | Campus STAAR results – college readiness | 10 |

Performance: Seventy percent of the principal's evaluation is tied to performance in school and community leadership, instructional leadership, and administrative leadership. Multiple measures of performance are used including Texas Teacher Evaluation and Support System (T-TESS) performance, observation data, survey results, course completion rates, and the Texas Accountability Intervention System (TAIS) performance. School and Community Leadership: The Texas Teacher Evaluation and Support System is designed by educators to support teachers in their professional growth. During the internship program, principal interns will shadow their mentor principal in the T-TESS evaluation of campus educators. During the internship, a district administrator will conduct a T-TESS evaluation of the principal intern. Instructional Leadership: A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. Three instruments will be used to assess instructional leadership - performance data from three observations conducted by university faculty during site visits, teacher survey information collected from campus educators, and master degree course completion rates and grades. Administrative Leadership: The Texas Accountability Intervention System (TAIS) is designed to establish the foundational systems, actions, and processes to support the continuous improvement of Texas school districts and campuses. Teacher candidates in the TechLEAD program will use the TAIS common framework to identify five areas of need at their campus. The intern will be responsible for collaboratively developing SMART (specific, measurable, attainable, relevant, time bound) school improvement goals, collaboratively identify and implement interventions, and monitor growth based on critical success factors and performance targets. Through the process, interns will develop strategies for leading effective school improvement to address and resolve significant challenges in the school. TAIS indicators will be used to evaluate performance of the intern in effectively implementing school improvement.

Student Achievement: Thirty percent of the principal's evaluation is tied to multiple measures of student achievement. Student achievement will be based on the following: (1) STAAR achievement resulting in advanced rating (percentage exceeded state standard); (2) STAAR Closing the Gaps longitudinal growth measurement (percentage met standard for growth based on similar campuses); (3) STAAR College Readiness (percentage of students met college entrance and credit criterions).

Principal Effectiveness Rating: Principal candidates will receive an annual rating based on the combination of performance and student achievement results.